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Goals and Objectives
Today's lesson will be a continuation of lessons 7 and 8 on Strategies for Distance Education.
The biggest single failure of a distance learning program is the lack of administrative support for that program. Over the years I've observed a number of very successful distance learning system here in our state and around the nation. The one commonality of those successful programs was good administrative support. Often before a teacher is identified as a potential DL teacher, the superintendent or other administrator meets with other technical or organizational people from the state, region, and local to address the concerns and issues that surround distance learning. Why does a school district choose to involve itself in this high technology endeavor? Distance learning is not a "flash-in-the-pan" type of program, here today and gone tomorrow. The significant development in needs assessment, cost, promotional planning, infrastructure development, training, curriculum development, evaluation techniques and logistical planning may require several years of careful planning.

If the distance learning teacher is "pushed-kicking and screaming" as it were, into the dl classroom, it is very likely that much of the planning listed above has not taken place. That program is likely destined to fail, not because of the teacher, students, or curriculum, but because the necessary planning was not present.

Distance Education is an educational system, somewhat different than traditional educational system with its own set of conditions. There are four readings that you should go through to get an idea of the complexity of distance learning and its ramifications for planners.

There is also a short Powerpoint titled "Fun With Graphics" that will summarize our ELMO presentations and perhaps give you some pointers on good presentation techniques.

1. Students should be able to describe an Instructional Systems Approach to Teaching (ISAT)
2. Students should be able to create a sound insterucitonal design process for their distance learning class that takes advantage of the technologies used.
3. Student should be able to create a Powerpoint or ELMO presentation using sound instructional design principles.
4. Students should be able to create a storyboard (for their facilitator) of any lesson the create in a DL environment.

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Readings and Activities for Lesson 9.

This is another lesson that is NOT on EDNET. DO NOT come to class tonight. This class is done at your computer! We meet next on March 30. The last 4 lessons (March 30-April 20) is your only opportunity to do the Syhnchronous Distance Learning Project and any other papers that you wished to present rather than type! Be s ure to contact George to arrange the best time to schedule your presentations. Also...please note that the items listed above are in a prioritized order....the most important are listed first. All of the readings are not required. Most readings are listed as a reference.

Remember this is a good time to post assignments (papers) that might yet be due on our WebCT Vista Threaded Discussion Page. I would encourage you to get these lessons done soon, rather than later!

Ppt: Fun with Graphics

PDF ISG 9

Good Recent Resource: PDF: Gates and Govs Upgrade the HS 3012005

Instructional Technology Forum listserv is open to anyone interested in discussing topic related to instructional design and technology! Many of the members are graduate students. Please review the website for information about ITForum: http://it.coe.uga.edu/itforum/about.html

PDF Reading: Beyond Powerpoint--4 page paper about limitations of presentations.

PDF Reading: Distance Education Systems by F. Saba. 3 pages

PDF Reading Understanding Distance Education Systems Methdology: Transactional Distance

Threaded Discussion “Topic of the Week #9a” Why I like/dislike Online (Internet Only) Learning.

Threaded Discussion “Topic of the Week #9b” Bill Gates gave a scathing indictment of America’s Schools. Read the item #3 (above) and comment.

Asynchronous DL Movie--Sample streaming video from a former student. Use quick time or real player

PDF Reading: Essential Priniciples for DL Teachers 2232005

PDF Reading: Floridas Virtual School--Lessons Learned 2222005

PDF Reading; Report on State Virtual Schools 2232005

PDF Reading “Top Ten Myths of Online Learning”2 pages

Good Recent Resource: PDF: 05 Educ Summit Guide 3012005

Good Recent Resource: PDF: 05 Educ Summit for HS 3012005

Good Resource: The USOE Educator Listserve. http://lists.uen.org/mailman/listinfo/usoe-news.

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Synchronous and Asynchronous technologies have advantages and disadvantages in instructional design. List at least three advantages and disadvantages for each--in terms of their usefulness in a distance learning environment.

	Synchronous	Asynchronous
Advantages		
Disadvantages		

There are a number of different types of Distance Learning Networks. You should be able to describe these:

Audio Networks

Audiographic Teleconferencing

Broadcast Television (KUED, KUEN Television here in Utah)

POTS

Video Network (EDNET/Polycom)

Satellite Network (Like UENSS)

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Support Services There are a number of other functions that must be carried out in a distance learning environment that replicate many of the services found in a traditional educational system. Consider each of the functions and then describe how they should or could be addressed in a distance learning environment	

Issue	How addressed in Distance Learning Environment
School Administration	
Promotion	
Registration	
Delivery of Curriculum	
Teacher Training	
Student Orientation	
Needs Assessment	
Teacher Evaluation	
Student Evaluation	
Library Services	
Internet Services	
Course Management Software	
Videoconferencing	

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Download the program: Fun with Graphics 1	*"… in the winter of 1813 & '14 , during my first College vacations, I attended a mathematical school kept in Boston by the Rev. Francis Xavier Brosius . . . On entering his room, we were struck at the appearance of an ample Black Board suspended on the wall, with lumps of chalk on a ledge below, and cloths hanging at either side. I had never heard of such a thing before. There it was—forty-two years ago—that I first saw what now I trust is considered indispensable in every school—the Black Board—and there that I first witnessed the process of analytical and inductive teaching." [May 1855]*
Tips and Tricks for Graphics ***Rules to live by:*** ***The needs of our students should drive the technological applications*** ***Ensure there is a reason for each visual*** 2	
Tips and Tricks for Graphics ***Rules to live by:*** ***A Reason for each visual*** ***Guide to the main point*** ***Less is better*** ***Use color in your visuals*** 3	

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K.I.S.S ■ Socrates lived long ago. ■ He was very intelligent. ■ Socrates gave long speeches. ■ His friends poisoned him. ***Source: George Seller, a "Strengthening Your Board" Seminar.*** **4**	
Tips and Tricks for Graphics ***Rules to live by:*** ***6 x 6 = 36*** ***4 x 3*** ***KISS*** **5**	
The use of Technology does not replace effective instruction and meaningful content **6**	

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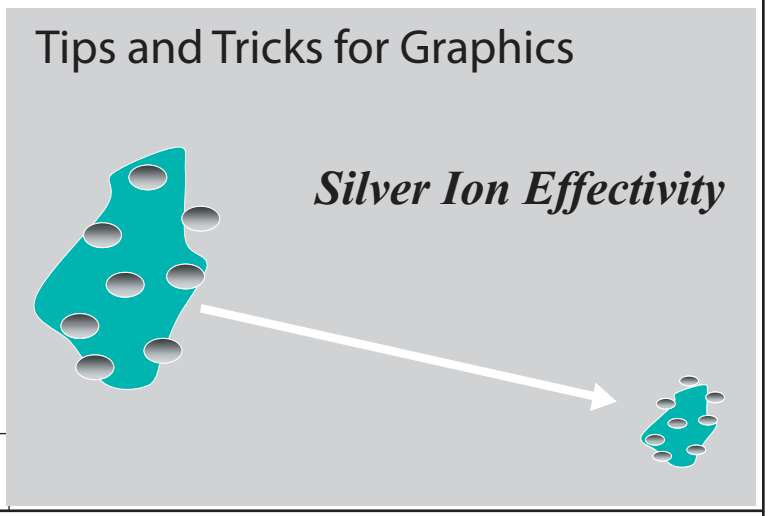
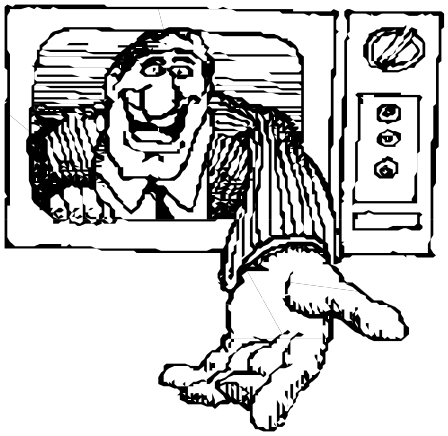
# Tips and Tricks for Graphics ***Think visually. How will things look.*** ***Keep large margins on all sides.*** 7	
# Tips and Tricks for Graphics ***Keep headings or titles to no more than 5 words.*** ***Avoid pens & pencils.*** ***Use BOLD 36 pt. Type.*** 8	
# A Question for you! Why don't we use pens or pencils in EDNET? ***A. The lines are too thin to be seen easily.*** ***B. It is better to use color on the ELMO.*** ***C. Teachers never have pens..*** ***D. They're forbidden!*** 9	

Display	Notes
Tips and Tricks for Graphics ***Keep line spacing even.*** ***Proofread carefully to see if you any words out*** ***Do not laminate.*** ***Use outline format.*** **10**	
Tips and Tricks for Graphics ***Which one will fit on ELMO?*** A B **11**	
Tips and Tricks for Graphics ***Use Color.*** ***Be sure two chek yur speling.*** ***Use handouts.*** **12**	

Display	Notes
Tips and Tricks for Graphics Try different fonts. *This is Arial Italic* ***This is Arial Italic Bold*** This is Arial-**or Arial Black** **13**	
Tips and Tricks for Graphics This is comic sans This is times new roman color, *i*talicizing, size, bolding and shading matter! Tips and Tricks for Graphics **14**	Slide 15 and 16 are two different ways of conveying information. You have to watch the sequence play out on the Powerpoint. Imagine you're a Biology teacher reading this information to your students in front of the class. Which slide works better? Why?
Bacteria, Viruses, and Algae spores rapidly enter the death phase upon encountering Silver (Ag) ions in the water. The Silver ions interrupt the ability of cells to feed. ***Silver Ion Effectivity***  **15**	

Display	Notes
16 	
17 Most of all....have fun with Graphics!	
18 	

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PDF Reading: Distance Education Systems by F. Saba. 3 pages

Saba comments: Articles show distance education is a vast concept with complex interrelated fields, each of which have their own substantial theoretical, methodological and practical base. The question, then, becomes how to understand various aspects of distance education coherently and comprehensively.

Reducing distance education to one line definitions, and characterizing it as a "technology," or a "method of delivery" does not do justice to the entire field. Distance education is a complex and hierarchical system of interrelated sub-systems, each of which has its own internal complexities, but in general each affect the other parts and are affected by the other parts.

Saba describes a Hierarchical system model to describe an element of Distance Education. Feel free to add to the list of example to understand the relationships between the parts and the whole:

I. International Sub-system (Internet, Governments, Institutions)

A. Social Sub-system (Fed, state government, Branches of Government, Agencies--UEN, USOE, Board of Regents, Foundations, Non-Profits)

1. Educational Sub-systems (Universities, K-12 schools, Divisions of Armed Services

a. Instructional Learning Sub-systems (Courses, learning objects)

1. Telecommunication Sub-systems. (Transmitter, POTS, Satellite, Wires)

a) Software Sub-system (Browsers, CMS-WebCt, Blackboard, Excel)

1-Hardware Sub-system. (Camera, Computer, Mics, tv sets)

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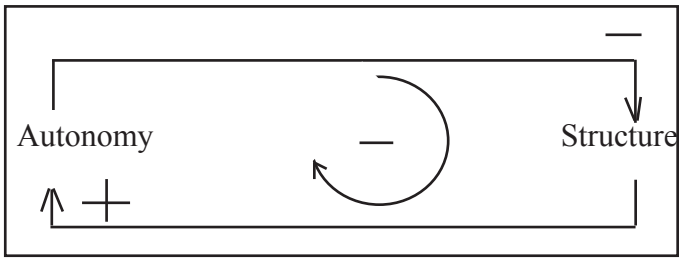
PDF Reading: Distance Education Systems by F. Saba. 3 pages

Teachers, students and their relationship is essential to understanding any educational system, including distance education. In distance education the teacher and learner are said to be geographically separated (Keegan 1980, 1986, 1990a, 1990b). This separation has been put forward as the most distinguishing characteristic of distance education in comparison to other forms, such as what is commonly referred to as "face-to-face" education. Although geographic separation is a necessary concept for understanding distance education, it is not sufficient. Moore (1983) introduced the concept of "transactional distance" which defined the *relationship* of instructor and learner in more precise terms. He stated "There is now a distance between learner and teacher which is not merely geographic, but educational and psychological as well. It is a distance in the *relationship* of the two partners in the educational enterprise. It is a "**transactional distance**." (p. 155).

Analyzing Transactional Distance Geographic distance is usually measured in miles and kilometers. But how do we measure transactional distance? How do we approach this abstract concept? As Moore (1983) has stated, and Saba, and Shearer (1994) have demonstrated, transactional distance is a measure of the relationship between the teacher and learner in terms of requisite **structure** for the instructor or the instructional institution, and required **autonomy** by the learner in any instructional situation. This relationship can be depicted as a **system dynamics causal loop diagram** in Figure 3.

Causal Loop Diagram of Transactional Distance



Saba calls this a Negative Feedback Loop. The direction of the effect between autonomy and structure is negative or inversely proportional. The more autonomy a student requires, the relationship between the learner and the instructor is less structure. More structure provided by the instructor results in less autonomy!

We should place considerable effort in discussing the pedagogy of constructivism, or student-centered learning. Compare Saba's discussion above with our desire to have distance learning open and student centered. What considerations should we make in our distance learning classes to try to accommodate this?

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Top Ten Myths of Online Learning

There are a number of reports touting the benefits or disadvantages of online/distane learning. Most are myths, sometimes perpetuated by those who have a unique agenda--that doesn't involve distance education or technology enhancement. The paper (7 pages) has several different reports that summarize many of these myths and realities. Choose several that you find important and note them below. You may (most likely will) find yourself in a position where you are asked for your opinion of Online/ Distance Learning and what it can and can't do. Remember, you now have a Master's degree and you are supposed to know what you are talking about! So, take a position, be ready to defend it--pro or con. The article is easy to read and you will enjoy it!

My Favorite Myth about Distance Education is:

_____

_____

My Response:

_____

_____

_____

_____

My Second Favorite Myth about Distance Education is:

_____

_____

My Response:

_____

_____

_____

_____

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Threaded Discussion "Topic of the Week # 9a" Why I like/dislike Online (Internet Only) Learning. Here is your opportunity to defend your position! Gopher it!

Threaded Discussion "Topic of the Week #9b" Bill Gates gave a scathing indictment of America's Schools. Read the item #3 (See detail syllabus) and comment.

Electronic High School followup
Several weeks ago, we were privileged to hear from Mr. Richard Siddoway, of Utah's Electronic High School. His comments and insights were greatly appreciated. He commented to me that he certainly thought our class was "particularly sharp and well-informed!" I have found several articles about virtual high schools that might give you some perspective of where Utah is compared to the rest of the Nation. Those two articles are listed in our detailed syllabus....
PDF Reading: Floridas Virtual School--Lessons Learned 2222005 and
PDF Reading; Report on State Virtual Schools 2232005

Good Resource: The EDNET Distance Learning Listserve. http://lists.uen.org/mailman/listinfo/distance-learning-ednet (there are about 200 Utah Educators who belong to this listserve....George is the moderator)

Good Resource: Why Technology Works in Some Schools But Not in Others. PDF 1 page

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After you have found this report and looked it over, write in the %'s for each of the groups. Which group are you in?

Why Technology Works in Some Schools But Not in Others
(Guidelines for Technology Leaders and School Administrators)

%Trailblazers (Innovators)
Signposts: Trailblazers push the envelope in multiple areas (tradition, school policy, etc.).
Trailblazers usually generate their own budget source.
Trailblazers engender some jealousy among colleagues.
Test Scores: Do not change.
Administrators: Exercise patience and be supportive.
Be open to the trailblazer's unique paradigm.

% Pioneers (Early Adopters)
Signposts: Pioneers consume extensive budget resources.
Pioneers need some technical support.
Test Scores: Do not change.
Administrators: Prepare and support broad budget needs.
School systems tolerate 25-30% novelty, then the system tries to kill IT off.

% Settlers (Early Leaders)
Signposts: Even more-extensive budget resources consumed
Settlers need extensive technical support and some staff development
Test Scores: Increase slightly but cannot be directly attributed to IT
Administrators: Provide needed technical support.
Support burgeoning budget needs.

% Stay-at-Homers (Late Leaders)
Signposts: Continued budget resources needed for hardware
Extensive instructional support needed
System change

% Saboteurs (Nay Sayers / Resisters)
Test Scores: Increase dramatically and can be directly correlated to use of IT
Administrators: Continue to support budget needs.
Continue to support technical needs.
Provide extensive staff development and instructional resources.

WHERE DO YOU PLACE YOURSELF?